Panel 5

Supporting Teachers Early in their Career
Macy Dale
Fourth-Grade Teacher
Becker Elementary, Austin ISD
Allison Ashley Friedlander

*Instructional Coach*
*Austin ISD/2017 Texas Teacher of the Year*
Diana Richie

Director of Strategic Partnerships
New Teacher Center
Supporting Teachers Early in their Careers

Diana Richie
Strategic Partnerships Director
New Teacher Center
Our vision is that one day, there will be an excellent teacher in every classroom ensuring all students have the opportunity to succeed.
Who is New Teacher Center (NTC)?

• Mission is to improve student learning by accelerating the effectiveness of teachers and school leaders through a systemic coaching model.

• Last year NTC supported 6,379 mentors/coaches, 34,857 teachers, and 2.6 million students in over 300 school districts across the U.S.

• Demonstrated statistically significant improvement in teacher retention and student achievement
  – After two years, NTC-supported mentors helped teachers demonstrate 2-5 months of additional student learning in ELA and Math compared to students of control group teachers
  – After two years of NTC support, new teacher retention increased 30%
THANK YOU!

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https://newteachercenter.org/
Stacey Edmonson

Dean of the College of Education
Sam Houston State University

President-elect of the Texas Association of Colleges of Teacher Education
Panelist Questions
Macy Dale

What support do you need as a teacher in the early stages of your career? What advice do you have for administrators in their approach to supporting teachers?
Allison Ashley Friedlander

*What have you learned about supporting new teachers on a campus?*
What are the most effective elements of supporting teachers early in their career? What advice do you have for districts on how to implement these?
NTC i3 Validation
WHAT WE CONFIRMED

Significant time spent with teachers
* At least 3 meetings per month, 180 minutes per month

Intensive instructionally-focused 1:1 support
*Focus on core processes
- Lesson Planning
- Analyzing Student Work
- Observation Cycles

Changes of teacher practices & positive impact on student learning
Teaching & Coaching Formative Assessment Cycle

- Analysis of Student Work
- Lesson Plan and Review
- Classroom Observation
- Academic, Social, and Emotional Learning
- Teach/Assess
- Analyze/Reflect
- Plan/Prepare
- College, Career and Community Ready Students
What Works

1. High-quality, trained instructional mentors
2. Sanctioned time for mentor: teacher interaction
3. Regular job-embedded, in-person, one-on-one feedback, focused on instruction
4. Formative Assessment Systems that guide instruction and student supports.
5. Consistent data use for program improvement
THANK YOU!

Diana Richie
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Shannon Terry

What are keys to effective district-wide strategies for supporting new teachers?
Learning Roundtable: Recruiting, Preparing, and Retaining Top Teachers

Supporting Teachers Early in Their Career
Austin Convention Center
January 31, 2018
3:00 p.m. to 4:00 p.m.
KEY STRATEGIES
for Recruiting, Preparing, and Retaining Teachers
UNLOCKING THE SECRETS OF AGENCY TO CREATE EDUGENCY

• GUIDING QUESTIONS: How can educational systems across our state and nation foster the conditions necessary to advance agency as a lever for collective efficacy and the attainment of student, teacher, campus and district performance goals? How does a focus on agency support recruitment, preparation and retention of beginning teachers?
Student Enrollment: 60,889 (01/08/18)
11 High Schools (6 traditional, 5 specialized): 17,598
10 Junior High Schools: 8,743
55 Elementary Schools: 34,188

Teacher by Ethnicity: 4,236 (2016-2017)
African-American: 602 (14.2%)
Hispanic: 743 (17.5%)
White: 2,718 (64.1%)
American Indian: 19 (.4%)
Asian: 73 (1.7%)
Pacific Islander: 1
Two or More Races: 80 (1.9%)

Teacher by Years Experience: 4,236 (2016-2017)
Beginning Teachers: 496 (11.7%)
1-5 Years: 1,180 (27.9%)
6-10 Years: 773 (18.2%)
11-20 Years: 1,177 (27.8%)
Over 20 Years: 610 (14.4%)

Arlington, Texas
<table>
<thead>
<tr>
<th>Row</th>
<th>Comparison</th>
<th>Percentages of:</th>
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<tbody>
<tr>
<td></td>
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<td>Inexperienced Teachers</td>
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<tr>
<td>A</td>
<td>High-poverty quartile</td>
<td>26.8975</td>
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<tr>
<td>B</td>
<td>Low-poverty quartile</td>
<td>20.9075</td>
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<td>C</td>
<td>District equity gap: High-poverty quartile minus low-poverty quartile (row A-row B)</td>
<td><strong>5.99</strong></td>
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<tr>
<td>D</td>
<td>State average</td>
<td>14.37</td>
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<td>E</td>
<td>State equity gap: High-poverty quartile minus state average (row A-row D)</td>
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<td><strong>Equity Gap Calculations: Students of Color</strong></td>
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<tr>
<td>F</td>
<td>High-minority quartile</td>
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<td>G</td>
<td>Low-minority quartile</td>
<td>19.6895</td>
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<td>H</td>
<td>District equity gap: High-minority quartile minus low-minority quartile (row F-row G)</td>
<td><strong>9.3395</strong></td>
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<tr>
<td>I</td>
<td>State equity gap: High-minority quartile minus state average (row F-row D)</td>
<td>14.659</td>
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*Arlington, Texas*
ESSA Quality Indicators

**sustained** adjective; taking place over an extended period; longer than one day or a one-time workshop.

**KEY METRIC:** Activity enrollments consisting of more than three meetings  
finding: **13%**

**Intensive** adjective; focused on a discreet concept, practice, or program.

**KEY METRIC:** Average length of PD activities (in hours)  
finding: **4.5 hours**
ESSA

Quality Indicators

Job-embedded

\textit{a part of the on-going, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.}

**KEY METRIC:**

Activities offered within the school system

finding: 63%

Collaborative

\textit{involving multiple educators, educators and coaches, or set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.}

**KEY METRIC:**

Enrollment in an activity with a collaborative format

finding: 9%
ESSA

Quality Indicators

Data-driven:
- based upon and responsive to real-time information about the needs of participants and their students

Finding: 8%

Classroom-focused:
- related to the practices taking place during the teaching process and relevant to instructional process

Key Metric:
- Activities aligned with classroom-focused InTASC standards

Finding: 85%
Agency
Ability to make choices about and take an active role in deriving a course of action and adjusting a course as needed to reflect one’s identity, competencies, knowledge and skills, mindsets, and values.

Empowerment
Process of becoming stronger and more confident

Grit
Persistence over time to overcome challenges

Efficacy
Belief in one’s ability to succeed

Growth Mindset
Understanding that abilities & intelligence can be developed

Reflection
Processing and learning from experiences
Exercising agency as an individual by deriving a course of action and adjusting a course as needed to reflect one's identity, competencies, knowledge and skills, mindsets and values.

Exercising agency according to role, such as teacher, instructional coach, assistant principal, principal, coordinator, director, etcetera.

Exercising agency within collaborative structures on campus, such as leadership teams, grade level teams, PLCs, etcetera.

Exercising agency within the complex structural and cultural features of the district.

Exercising agency at each level in the system to achieve EDUGENCY.

Educational systems across the nation have an opportunity to advance agency among educators through the design, development, articulation, implementation and stewardship of an infrastructure supporting agency and leading to collective efficacy, thereby, improving student outcomes.
IMPLEMENTATION LEVEL
During the 2016-2017 school year, Arlington ISD initiated the transformation of the New Teacher Induction Program (NTIP) to foster the conditions necessary for teacher agency to flourish.
PROBLEMS OF PRACTICE
During the 2017-2018 school year, Arlington ISD has assigned priority to developing reflective practitioners, building professional learning networks, and designing next generation learning experiences to promote agency among beginning teachers.
Self-Reflection
An effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Teacher Agency
Teachers are professionals with valuable insights and the capacity to act purposefully and constructively to direct their professional growth and contribute to the growth of colleagues (teacher agency).

Continuous Improvement Process
A commitment to continually reflect, assess, plan, act, and learn.

New Teacher Induction Program (NTIP)
COMPONENTS
CONTINUOUS IMPROVEMENT PROCESS

• The power of NTIP to launch PLNs - CONNECT
• The power of PLNs to fuel continuous improvement - CONDUCT
• The power of continuous improvement to skyrocket performance - CATAPULT
A MIND FOR THE FUTURE WITH THE FUTURE IN MIND...

- Next generation learning designs
- Amplified campus connections
- Leadership links

Leading to the successful recruitment, preparation and retention of quality educators!

ntip4agency
Dr. Shannon Terry
Director of Professional Learning
Arlington ISD
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(214) 846-8958 (mobile)
How can Educator Preparation Programs best support their graduates after they begin their careers?
TEACHER PROFESSIONAL DEVELOPMENT CONFERENCE
But we just left

Why do we bring them back?

- Encourage dialogue between SHSU College of Education faculty and former students about significant educational issues regarding teacher preparation
- How well were they prepared to meet the challenges of 21st century classroom
- Peer discussions – Kat Chat Roundtables to discuss hot topics in education
- Guest speakers
- Door Prizes
So many choices

Workshop Session 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Workshop</th>
<th>Location</th>
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<tbody>
<tr>
<td>Tech isn’t a 4 letter word</td>
<td>Workshops</td>
<td>Room 203</td>
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<tr>
<td>Guided Math and Math Workshop: A Standards Based Approach to Mathematics Instruction</td>
<td>Workshops</td>
<td>Room 215</td>
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<tr>
<td>What’s your Legal IQ? Student Teaching and Beyond</td>
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Workshop Session 2

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<td>Social Justice and spreadsheets: How do we bring them alive in our classrooms?</td>
<td>Be a Leader from the Start!</td>
<td>Room 203</td>
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<tr>
<td></td>
<td>You Can’t Do It All: Creating Student Partners in Learning</td>
<td>Room 215</td>
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<td></td>
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<td>Room 251</td>
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Workshop Session 3

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<tr>
<td>Technology You Can Use</td>
<td>Helping students make sense out of reading</td>
<td>What is Space? Engaging students in Higher-Order Thinking</td>
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<td>Karen McIntush, Melinda Butler, &amp; Dr. Jaime Coyne</td>
<td>Dr. Melinda Miller</td>
<td>Dr. Daphne Johnson</td>
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<tr>
<td>Room 203</td>
<td>Room 215</td>
<td>Room 251</td>
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If you want to learn more:

- New Teacher Center ([newteachercenter.org](http://newteachercenter.org))
- Sam Houston State University ([http://www.shsu.edu/](http://www.shsu.edu/))